

science
671
668
69
2

1362

The Southeastern Librarian

UNIVERSITY
OF MICHIGAN

AUG 3 - 1959

LIBRARY SCIENCE
LIBRARY

VOLUME

IX



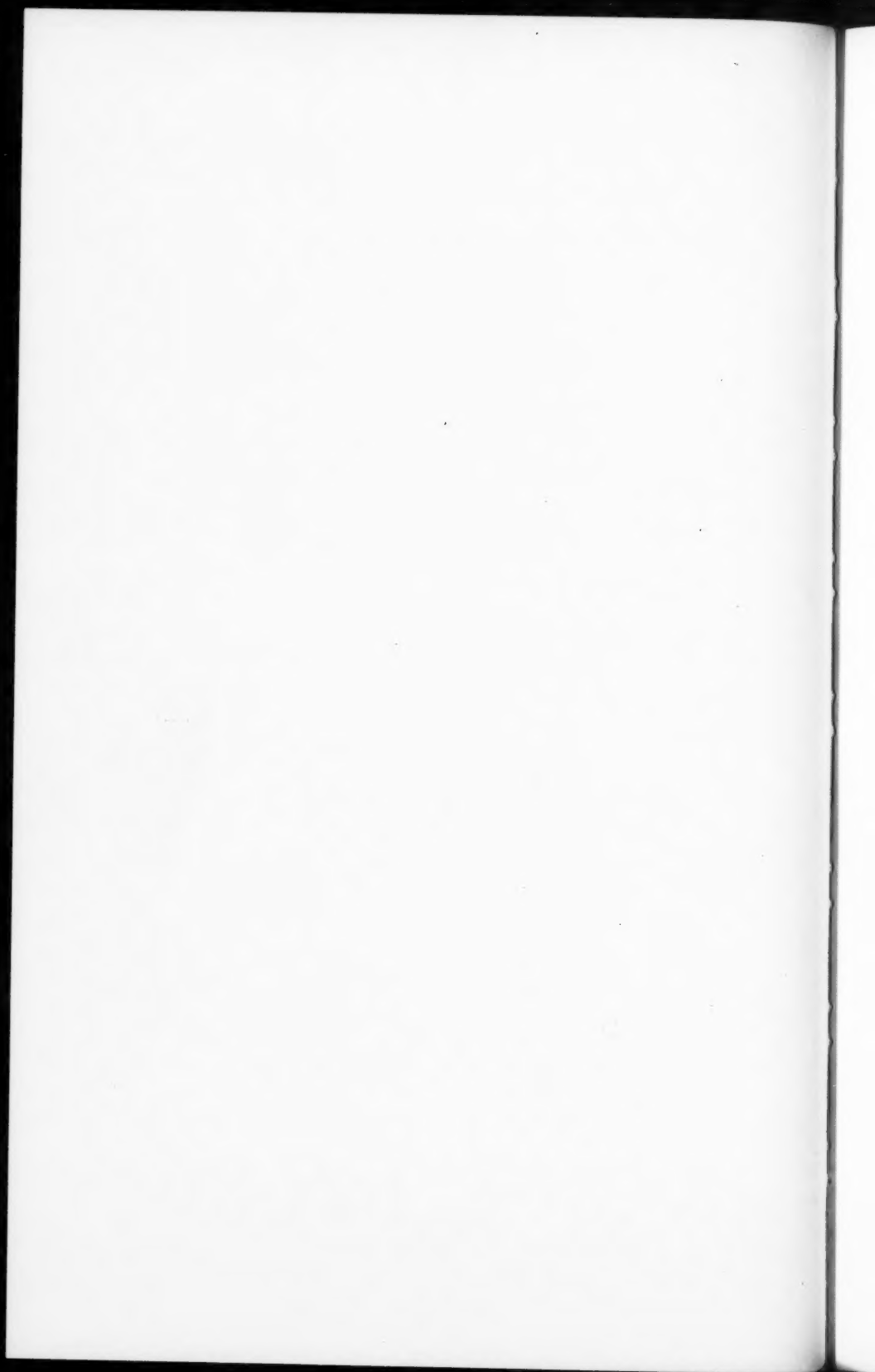
NUMBER

2

SUMMER, 1959



The Quarterly Journal of the
SOUTHEASTERN LIBRARY ASSOCIATION



Founded 1920 — Incorporated 1950

Mrs. William A. Bugg, Executive Secretary

OFFICERS, 1958-1960

| | |
|---|----------------|
| Lucile Nix | President |
| State Department of Education, Atlanta | |
| Mrs. Frances Neel Cheney | Vice-President |
| Peabody Library School, Nashville | |
| Isaac T. Littleton | Treasurer |
| North Carolina State College Library, Raleigh | |

EXECUTIVE BOARD

| | |
|---|---|
| <i>Alabama:</i> Kenneth Cameron, 1960 Air University Library Maxwell Air Force Base | <i>Mississippi:</i> Bethany Swearingen, 1962 Millsaps College, Jackson |
| <i>Florida:</i> Clara Wendel, 1960 Alberton Public Library, Orlando | <i>North Carolina:</i> Cora Paul Bomar, 1962 Department of Public Instruction Raleigh |
| <i>Georgia:</i> Evelyn Fritz, 1960 University of Georgia Libraries Athens | <i>South Carolina:</i> Herbert Hucks, 1960 Wofford College Library Spartanburg |
| <i>Kentucky:</i> Margaret F. Willis, 1962 Kentucky Library Extension Division Frankfort | <i>Tennessee:</i> Mrs. Frances N. Cheney, 1960 Peabody College for Teachers Nashville |
| <i>Virginia:</i> Miss Roy Land, 1960 University of Virginia, Charlottesville | |

"The objectives of the Southeastern Library Association shall be: to promote library interests and services; to cooperate with regional and national agencies with related interests; and to stimulate research in library and relation problems in the region."—*Constitution*.

The annual membership fee in The Southeastern Library Association is \$2 for individuals who are members of a state library association or of the American Library Association, \$3 for individuals who are not members of either a state or the national association; sustaining members, \$10; contributing members, \$25 or more; and institutional members, \$2-\$7, depending on library income. The fiscal year of the Association is the calendar year. All dues include \$1 for a subscription to the *Southeastern Librarian*.

Editorial correspondence should be addressed to the Editor, W. Porter Kellam, University of Georgia Libraries, correspondence concerning advertisements to I. T. Littleton, University of North Carolina Library, Chapel Hill, and other correspondence, including that concerning subscriptions, to Mrs. William A. Bugg, Georgia Institute of Technology Library.

The Southeastern Librarian, official journal of the Southeastern Library Association, Inc., is published and printed quarterly in Athens, Georgia, by the McGregor Company.

NEW!

INDEX LEXICORUM

Edited by Gert A. Zischka

**A Universal Bibliographic Guide to Alphabetical
Encyclopedias and Special Dictionaries
in All Fields**

The first comprehensive bibliography of general and special encyclopedias and special dictionaries of all fields published throughout the world since the invention of printing. Lists over 7,000 works.

Arranged by title in subject groups with a detailed index by author and key word.

The most important works in each subject have been marked with an asterisk.

XLIV, 320 pages Vienna 1959 large octavo cloth, \$12.00

STECHERT HAFNER, INC.

FOUNDED IN NEW YORK 1872

The World's Leading International Booksellers

31 EAST 10TH STREET, NEW YORK 3, N. Y.

Make Our Seal



*Your Assurance
of Quality*

**SOUTHERN LIBRARY
BINDERY COMPANY**

228 Woodland Street

Nashville 6, Tennessee

NORTH CAROLINA INDEX

**Guide to North Carolina's
Periodical Literature
Cumulative volume for 1955-57**

Now Available

This is a continuation of the annual volumes 1946-49 of the INDEX. The volume for the years between 1950-54, will appear next. This service will be kept up-to-date with two-year cumulations.

The articles in 53 North Carolina publications are indexed in this volume by author and subject.

Copies are \$5.00 each

Order from:

North Carolina Index

P. O. Box 356, Salem Station
Winston-Salem, N. C.

The Southeastern Librarian

VOLUME IX

SUMMER, 1959

NUMBER 2

CONTENTS

A CREATIVE APPROACH TO EXHIBITS

Herbert J. Sanborn..... 69

WHAT THE COLLEGE PROFESSOR EXPECTS OF THE COLLEGE LIBRARY

Ellen Douglas Leyburn..... 76

CURRENT TRENDS IN LIBRARY EDUCATION

Robert L. Gitler..... 80

THE GREAT BOOKS PROGRAM IN THE SOUTHEAST

Howard C. Will, Jr..... 94

BOOKS 96

VARIA 100

Editor: W. PORTER KELLAM, University of Georgia

Editorial Board: Mrs. Jean Hoffman, Alabama; Lynn Walker, Florida; David Estes, Georgia; Mrs. Glynn H. Chesnutt, Kentucky; Frances French, Mississippi; Margaret Kalp, North Carolina; Lois Barbare, South Carolina; Eugenia Mauldin, Tennessee; Carrol Quenzel, Virginia.

Advertising Manager: EVAN IRA FARMER, Emory University

The Southeastern Librarian is the official quarterly journal of the Southeastern Library Association, Inc., Executive Office, Georgia Institute of Technology Library, Atlanta; Editorial Office, Athens, Georgia. Material herein is not copyrighted.

Entered as second class matter at the Post Office, Athens, Georgia, under the Act of March 3, 1879.

DISCRIMINATING LIBRARIANS

Prefer

ART GUILD BINDERY, INC.

324 East Ninth Street

Cincinnati 2, Ohio



A CERTIFIED

LIBRARY BINDERY

Buy Your Prebound Books
from

FOLLETT LIBRARY BOOK CO.

- Colorful Bindings
- Bound to last the life of the book
- Prompt shipments
- Future dating on invoices, if desired

Are you on our mailing list?

Follett Library Book Company

1018 W. Washington Blvd.
Chicago 7, Illinois

Our Prebound CHILDREN'S BOOKS

- look better
- last longer
- cost less

Charles M. Gardner & Co.

Scranton, Pa.

Known for

Fast - Friendly - Reliable
Service

A Creative Approach to Exhibits

By HERBERT J. SANBORN*

Objectives of Exhibits

The primary function of all exhibits is to arouse curiosity, stimulate imagination, enlarge the vision, open up new fields of interest, and get more out of life. Informative and well planned exhibits fulfill their fundamental purpose if they stimulate intellectual curiosity of the visitor irrespective of his age and pursuits. Every bit of effort and planning spent in making the display more effective is rewarded by the amount of attention and interest that is aroused in the public. Even temporary exhibits that are installed for short periods serve their educational function if they are assembled to tell a story and are organized in some chronological or thematic order.

Manuscripts and undistinguished texts that are displayed often are not easy to read or appreciate. To add interest and attract attention, it is often very helpful to introduce supplementary material such as pictures, including cartoons and other graphic forms of art, and objects. These materials help to hold attention until the captions are read to explain the full significance of the whole section of the exhibit.

Another attention getter is the showing of motion picture films or playing of recordings. If staff to arrange these audio-visual aids and equipment is available and to arrange periodic showings or programs, the personalities and events depicted in

exhibits can be brought to life. There are on the market very good pieces of equipment for continuous sound reproduction for tape or discs and projectors for sound motion pictures. These can be activated by timing devices at scheduled intervals or be started by the visitor by his pushing a button, by his stepping on a floor mat switch that activates, or by his intercepting an electric eye that triggers the mechanism.

The Public Relations Function of Exhibits

The whole broad field of public relations is involved in a program of exhibits. The various new media are used to publicize displays and auxiliary events. The exhibits and the information pertaining to them in the press serve as bridges between the library and the public. Materials that might otherwise go unnoticed are made known to scholars and potential users of information. At the Library of Congress a tangible evidence of this is the number of inquiries and requests for photocopies of materials shown or described.

Planning the promotion of the exhibit should proceed along with the other preparations. Opening the exhibit offers the occasion for ceremonies ranging from informal previews to formal receptions with receiving lines. Such social occasions help to launch the show and to bring certain people who might otherwise let the announcement of the exhibit pass by. On the large occasions it helps to let key people on the staffs

*Mr. Sanborn is Exhibits Officer, Library of Congress.

of local papers know of plans and offer advance information and the opportunity to obtain reproductions to be held for the release date. More notice is paid if the occasion marks a very important date and/or if there are noted persons participating in the event.

To call the programs to the attention of schools and colleges, a flyer or broadside may be issued for posting on bulletin boards. Further contacts with the schools may be productive in arranging tours to the library. At the Library of Congress, thousands of school children come by bus from all parts of the country, usually in the Spring. Besides these daily and unscheduled visits, there are appointments made to take guided tours through the building and exhibit halls. The Library is in a unique situation at the seat of Government where it attracts many thousands of visitors to its doors.

Appearances on television by members of the staff can frequently be arranged to feature materials on exhibition. These occasionally require special mounting and preparation for the sake of dramatic presentation. For example, at the Library of Congress, a demonstration of how paper is made was presented in an historical program on the Orient.

Attention may be drawn to important new acquisitions through exhibits. This activity not only strengthens the relations with donors and encourages further gifts, but provides occasion to announce to those concerned the receipt of new material. Tactful overtures may be made in obtaining material, either on a loan or gift basis, for exhibits being planned.

Staff services can also be publicized or shown at professional exhibits arranged in the library build-

ing or shown at professional conferences. This type of graphic presentation requires artistic talent to achieve a result that will come up to the standard of competing exhibits from trade organizations and educational institutions.

Ambassadors of Good Will

Exhibits loaned for showing abroad have helped to further the cultural relations of this country. An example of this vital role is the loan of a Walt Whitman Exhibit to the Embassy of the People's Republic of Rumania, for showing at the Rumanian Institute of Cultural Relations with Foreign Countries in Bucharest. Since our country does not have an information center there, this occasion was significant because it was the first time an exhibit from the West had been shown in that country behind the "Iron Curtain." The Institute went to considerable effort and expense to make the event a success. The opening was attended by members of the Diplomatic Corps, including the American Ambassador, Robert Thayer, who was given an opportunity to comment: "I and the American people believe it important for Rumanians to learn about American democracy, liberty, and freedom of the individual." Over 1,000 persons viewed the exhibit on each of two Sundays and about a hundred signed a guest book. Excerpts in translations were sent to the Library. A scrap book containing the names of a number of the people who attended, together with their comments in English, was sent by the Rumanian official at Bucharest. A printed catalog and photographs of the exhibit were also included.

This sample is only symbolical of

SOUTHEASTERN LIBRARIAN

the goodwill that can be engendered by many types of projects. Why not plan an exhibit for United States Week late in October? Appropriate books and materials can be assembled from the bookshelves of most libraries. Detailed information on lists of literature are available from the U. S. Committee for the United Nations, 816 21st Street, N. W., Washington 6, D. C. A more ambitious undertaking is suggested to those who have space; that is to borrow an exhibit on an international theme. Sources of exhibits for which there are fees and shipping charges are The Smithsonian Traveling Exhibition Service, Smithsonian Institution, 1083 Fifth Avenue, New York 25, New York. Direct negotiations with the embassies can often result in the loan of background materials. There is also the People to People Program, and the Fine Arts Committee acts as a clearing house for information on print and other art exhibits and cultural exchanges. Miss Eleanor Mitchell is the contact and her office is at the Corcoran Gallery of Art. This committee does not handle packaged exhibits, but has information on sources and contacts.

Fitness for the Purpose

The preparation of an exhibit is much like the preparation of a book. After doing the basic research the scope and purpose take form. The coverage of the subject is based upon what can be found in the collections and what must be obtained by borrowing. Exhibits that are arranged chronologically and with items selected to illustrate persons or developments are not as complicated as thematic or idea exhibits, such as one that illustrated "Modern Art Influences on Printing Design" or

say, on photography as "The Image of America." These require research and more creative thinking to develop the subject.

Finding the actual pieces, which is the major, ultimate, and fascinating tasks that confronts the researcher, varies with the nature of the exhibit. The search is often rewarded with delightful surprises, which appear suddenly along the course of what is, at the start, an almost uncharted undertaking. The problem is like that of putting together the pieces of a mosaic that have been scattered by the "rude wasting of old time."

The appropriateness of material and statements in captions can present difficult problems. In the case of preparing displays in honor of the visit of world figures, distinguished and very important people from other countries, for example, materials must be displayed that will create goodwill and will not offend. On occasion the subject of an exhibit may be controversial and it is necessary that a fair presentation be made to explain both sides and not give a biased view of current issues.

The Space for Exhibits

The slogan "where there is a will there is a way" can be adapted by all concerned with the problems encountered in arranging exhibits. If there is no space reserved for the purpose, a search must be made—often requiring bold but tactful action in order to lay claim to precious areas that the occupants or proprietors are reluctant to vacate. The first hurdle to get over is finding a suitable area, readily accessible to the public. Floor or wall space for exhibits can, however, be adapted even in foyers, hallways, and cor-

ridors, auditoriums, window embrasures, card catalogs, study alcoves, etc. Recently, an improvement was made in the hanging of print shows in the Library of Congress, that has been heralded by the press, the staff, and artists. It was the replacement of aged, cumbersome, and dark display cases of Victorian design for wallboard V-shaped panels. The prints are now better lighted and viewed and the whole appearance is of a light and gay hall in place of a cluttered area with massive mahogany furniture. The installation actually is simpler, not requiring the opening and closing of sixteen locks on each case. To solve your problem consider using wall panels, footed screens, or temporary exhibition stands, that can be constructed. These may be covered with material such as monks cloth, burlap in natural or in colors (when subjected to daylight colors will fade—especially blues and greens). The advantage of the cloth covering is the concealing of nail holes by the material. The arrangement of free-standing panels for temporary installation can be varied according to the nature of space. Two panels may be secured in V-shape; three in a triangular arrangement; four in square (to enclose columns) or in a zig zag pattern providing their own support. Wallboards are available in various compositions including pegboard which comes with fixtures for attaching or supporting exhibits.

It is essential that there be sufficient lighting on the exhibit. This can be provided by floodlights located so that they do not shine in the eyes of visitors. There are several types of fixtures with a swivel arrangement for adjusting the direction of light either for ceiling installation or provided with "goose

necks" for attaching to the panels themselves. It is possible also to obtain inexpensive adapters with swivel features that may be screwed into existing fixtures in the building.

Equipment and the Installation of Exhibits

With the space matter settled, the exhibition can take shape through ingenious and resourceful techniques of installation. Here much can often be accomplished with limited funds. The desired atmosphere and variety in the setting for special displays can be achieved through the use of inexpensive textured and colored materials obtained from department stores or display supply houses. One of the modern techniques to use is the layout and planning of the display by groups. First a background is used of the right color and texture. The central piece is then placed in prominence with supporting and explanatory pictorial and graphic material mounted in the background. Recently, my wife discovered while she was combing the large wholesale market that an importer received shipments of coffee beans from the Middle East in large containers of interesting texture made of coarse woven hemp and the inside of which was a lining of flat matting made of palm leaves. These unusual materials were acquired for practically a song. They made ideal settings for the African and Brazilian hunting section of the Library of Congress' current Theodore Roosevelt Centennial exhibit.

Drawing prints, cartoons, broadsides, maps, watercolors, sheet music, etc., may be shown under sheets of beveled edge glass or in frames. One method for long range use is the acquisition of sheets 1/16" to 1/8"

plexiglas and picture frames in three or four standard sizes. To facilitate the changing of pictures, the backs of the frames may be equipped with turnbuckles. Another solution is mounting them under clear acetate in .010 thickness that comes in rolls 40" wide and 100 ft. long. The pictures may also be placed in *passe partout* mounts using strips of buckram and with trunk board for a stiff backing. To protect manuscripts written in inks that may be susceptible to fading, one of the filtering acrylic plastics supplied by Rohm and Haas (either yellow 2048 or amber 2451), may be used. The objectionable feature of the color may be offset by changing the general illumination on the exhibit to a yellow—however blue colors in the area will appear green.

Volumes may be displayed on panels using book rests covered by 1/4" sheets of plastic drilled for screw fastenings. Such rests or supports, whether attached to the wall or in cases, can be covered with monks cloth or burlap either in natural or pastel shades. These textured fabrics, when they have become soiled can be easily rejuvenated with a coat of calcimine, rubber base or soluble paints.

Display cases of various types, including wall, aisle, table and recessed, and either with or without their own lighting fixtures, are sold by several firms specializing in this equipment. Since they constitute a major item of expense, it is often best to consult an architect. There is also sound advice on the subject of cases and partitions in Laurence Vail Coleman's *Museum Buildings*.

Exhibit Supplies and Techniques

The physical problems of mounting are varied, depending upon the

items displayed and whether cases or panels are used. Materials used for fastening should be inconspicuous and applied with care to afford maximum protection to the prints, books, or manuscripts. Books can be tied back with plastic tape and cords or with narrow strips of acetate secured by staples. To avoid strain on fragile and rare bindings, that are not opened near the middle of the volume, dummies or props may be needed to give support under the unequal side. One of the guns that uses T-shaped tacks or U-shaped staples is indispensable to have in the work kit.

The proper preparation of captions is very important. If available, one of the bulletin-faced typewriters or an electromatic machine that uses a carbon-paper ribbon is very effective. Though not essential, a machine that justifies margins produces a very attractive result. Artists charcoal paper in pastel shades is an attractive stock for captions. Typewritten or printed captions may be enlarged by photo-reproduction in either positive or negative form. Cut-out letters of plaster of paris, cardboard, plastic or cork are available in art stores and display houses, that are used for headings. In larger institutions an embossagrap process will be found very useful for preparation of all signs and directories. This system has the advantage of variety in choice of card and letter stock, as well as selection of fonts of type. While mentioning signs, it is very important that visitors be directed to exhibits by bulletin boards at all entrances and that exhibits be clearly marked. These can all be done in a uniform manner by the embossagrap process.

Publications for the Record

The format of publications may range all the way from a single broadside or fact sheet and summary in the house organ to a printed and illustrated catalog. In its simplest form the record may be just an inventory of the exhibited items. The next most complicated form is the one in which each of the entries contains the physical description of the exhibit together with full annotations. There is then the catalog printed with the main body consisting of a narrative or historical essay which is copiously illustrated and arranged so that entry references and illustrations are laid out in the text appropriately where they are described. In this type of publication there appears an inventory of items that follow after the narrative. The latter type of catalog is more readable and popular than any other. It is also the most expensive, and cannot be adapted to provide captions to place in the cases; therefore separate case captions have to be prepared. With costs of publications running higher and higher, it is becoming a problem to have catalogs printed. The lack of sufficient funds for printing may lead to the preparation of multilith reproduction of carefully prepared typed copy. For this an electromatic typewriter with a marginator accessory has been found very satisfactory.

Another way of overcoming the financial problem is to publish it in the library's journal or bulletin, if one exists. At the Library of Congress, for example, on several occasions, we have published a catalog in our serial publications, the *Quarterly Journal of Current Acquisitions*. In each case the inclusion of the catalog was appropriate be-

cause it described newly acquired collections or reviewed certain holdings that had not been previously described. Another solution that will possibly work once is by enlisting material assistance and service from firms or individuals—each providing paper, composition and printing for which due credit is given in the publication. The publications of a catalog is worth all of the headaches because it reaches beyond the time and audience and becomes part of the documentary record.

The role of the display or exhibition will reach its maximum importance in a library of it attracts attention, arouses interest, but most important of all if it communicates information. The challenge to the staff in charge of exhibits installation is to improve on antiquated methods and to invent new ones in telling the story behind the exhibit in the most exciting and meaningful way. Modern techniques of display are being used very effectively in several of the museums and are replacing the traditional displays with live and dynamic exhibitions.

GENERAL BIBLIOGRAPHY

Books

- Coleman, Laurence V. *Museum Buildings; v. 1, A Planning Study*. Washington, American Association of Museums, 1950. "Exhibition Space," p. 131-160. "Exhibition Furniture," p. 235-243.
- Gutman, Robert, and Koch, Alexander. *Ausstellungsstande. Exhibition Stands*. Stuttgart, Koch, [1955].
- Lohse, Richard Paul. *New Design in Exhibitions; 75 Examples of New Forms of Exhibitions*. New York, Praeger, [1954].

Luckhurst, Kenneth W. *The Story of Exhibitions*. London, New York, Studio Publications, 1951.

Nelson, George, ed. *Display*. [New York, Whitney Publications, 1953]. "Exhibitions," p. 107-177.

Pick, Beverley. *Display Presentation; Exhibitions, Window and Outdoor Displays*. New York, Wittenborn, 1957.

PERIODICALS

Gardiner, Henry. "Scale Models in Exhibition Concepts." *Curator* 1: 66-73, January, 1958.

Hellman, Robert A. "The Functions of Exhibits." *Curator* 1: 74-76, January, 1958.

Lawless, Benjamin W. "Museum Installations of a Semi-Permanent

Nature." *Curator* 1: 81-90, January, 1958.

Reekie, Gordon. "Toward Well-Being for Museum Visitors." *Curator* 1: 91-94, January, 1958.

Ristow, Walter W. "Cartographic Exhibits." *Surveying and Mapping* 14: 18-25, January-March, 1954.

Sanborn, Herbert J. "Let's Look Behind Exhibits." *Library Journal* 74: 169-173, February, 1949.

Sanborn, Herbert J., and Burr, Nelson R. "Exhibit Catalogs." *American Archivist* 17: 265-271, July, 1954.

Witteborg, Lothar P. "Design Standards in Museum Exhibits." *Curator* 1: 29-41, January, 1958.

What The College Professor Expects of The College Library

By ELLEN DOUGLAS LEYBURN*

I have a sneaking suspicion that Mrs. Byers asked me to speak on what the college professor expects of the college library because I am the college professor who makes the greatest demands on her and therefore has the most comprehensive view of the subject. When I began to jot down some of the requests that I actually make of our librarian, I was really abashed both by their number and by their variety, for they ranged from helping me find a book on the shelf to giving advice about imports to locating a rare book and borrowing it for me through inter-library loan. In short, I seem to want the librarian to be everything from nursemaid to guide, philosopher, and friend. As I surveyed my relations with college librarians, at first I felt ashamed of my own unreasonable demands. But upon reflection, I realized that they had never once betrayed dismay, or even surprise, at anything I had called on them for; and I began to wonder if it is not simply in the nature of the college librarian's post to be all things to all professors—not to speak of the rest of the college community! You would hardly have chosen the work of college librarian if you had not possessed both the resiliency and the good will that make you ready to meet a variety of needs. You seem to expect to help us in all this range of ways, just as we expect help from

you, or rather take it for granted without conscious expectation. I think it is revealing that I had never reflected on the subject of what I expect of the college library until I was asked to speak on it. At least we do not allow your lives to grow dull—what with our clamor to get us this book or that, to help us find the clue to a lost reference, to get immediately onto reserve against the present assignment a book we overlooked at the beginning of the term. Our pressures must sometimes drive you near to frenzy; but at least we do not allow you to become weary of the monotony of nothing to do. As I tried to bring my list of demands into some order, following the advice I give my freshmen about making an outline, it seemed to me that they called for two kinds of qualities, some personal and some professional, and that they were directed toward the three spheres of enlightening the administration about the needs and functions of the library, teaching the students to use the library, and helping us with our own work.

There is, of course, no one kind of person that the college professor wants to see running the college library. The last thing I want to do is to picture a stereotype of the college librarian in the manner of the seventeenth century character writers describing *THE SOLDIER*, *THE MILKMAID*, *THE LAWYER*, who of course never existed in the flesh. Nevertheless, there are certain traits

*Dr. Leyburn is on the faculty of Agnes Scott College. This paper was originally presented to a group of college librarians.

that seem to me to belong to all good flesh and blood librarians. Paramount among them is an interest in books as repositories of learning and storehouses of wisdom, rather than as physical objects. I know that the time of the college librarian for reading, like that of the college professor, is likely to be ironically shorter than that of people whose lives are not concerned with books, and that it is tantalizing to handle them all day and not have time to read them. Still we do find time for what we feel impelled to do, and it seems to me that if the library is to function as the heart of an institution of learning, the librarian must know a godly number of books from the inside and must care about the contents of a very catholic range. Again and again as I mentioned to my colleagues that I had to make a speech on this subject, I met the response, "I like most of all having her know something about my field." In a liberal college, where the professors—for all their commitment to the conception of liberal studies—are bound themselves to be specialists, it seems to me that it behooves the librarian almost more than anybody else to be a really liberally educated person. The curious mistake in classification that I have sometimes seen in libraries would not occur if the librarian simply *knew* enough to realize that Johnson's *Tour to the Hebrides* does not belong under geography.

The second trait that seems to me just as important as caring about books is caring about people; and for the college librarian, the one interest is the corollary of the other. I think she must be concerned to get the books read by the people. I have known librarians so eaten up with housewifely zeal that they really wished the books never had to leave

the orderly rows on the shelves. How neat the library would be if the whole bother of circulation could just be avoided, and how fresh the books would stay if they were never handled! I know how maddening it is when books do not come in on time; (I learned last night at dinner that professors are the worst offenders in keeping books out, even by the year) and I have been distressed to the point of tears by the wanton marking up of out-of-print books like the Temple Scott Swift. I think we have everlastingly to struggle against the selfish monopolizing of materials and the mutilation of books. But wear and tear is the condition of use; and I think we need constantly to remember that our object is to have the books used. The college library should be the center of the active intellectual life of the campus; and to make it so, the college librarian has to be willing to let the students have access to the books, always hoping that at least some of them will find "a good book the precious life blood of a master spirit," which Milton called it, "embalmed and treasured up on purpose to a life beyond life."

About the professional attainments of the college librarian, all that is involved in the efficient running of the library, I do not dare try to be specific in this company of the professionally trained. I can only say that we steadily count on the efficiency which is partly the result of your training and on your willingness to use your special knowledge for our advantage. I can give you an example of how it helps us even in small ways from my experience of this summer. I was trying to build up our collection in the field of criticism; and since I was constantly seeing references to Allen Tate's *Rage*

for *Order*, I was intent on our getting it, though it had long been out of print and would obviously be very hard to come by. The library had Tate's *On the Limits of Criticism*; but it had not occurred to me that the later volume had anything to do with the book I was after until a librarian looked it up in the *Essay and General Literature Index* and showed me that all of the essays of any importance in the earlier book were reprinted here. This is the kind of help we constantly count on from you, often without even knowing how to ask for it.

These attributes personal and professional, I think we expect to have operate in the three spheres I have named. It is very important to the college professor to have the administration understand the vital function of the library in the college. Keeping such understanding alive is likely to be a matter of constant prodding, not just in asking for funds, but in trying to engage the cooperation of the administration in the imaginative use of the library. Indeed, I am inclined to believe that if this vision is kept alive, not much needs to be said directly about money. But without vision, libraries, like people, perish. I can give two examples from the recent history of Agnes Scott when such imagination has come into play. Upon Dr. McCain's retirement as president, the McCain Library Fund was established for the purchase of large items such as definitive editions of major authors which as the library committee phrased it "will be of permanent value in the development of the library in relation to the college curriculum." And last year when Miss Laney retired as professor of English, The Emma May Laney Fund was established for the more

limited purpose defined in the letter asking for contributions as "enlargement and preservation of the Robert Frost Collection already in the library; the proper display of Miss Laney's gift of a large number of letters, from such people as Carl Sandburg and John Galsworthy, received during her many years as chairman of the Lecture Committee; and the acquisition of rare books in English Literature." The reason for the specific direction of this fund is that Professor Laney was largely responsible for our rather remarkable Frost collection, which as the same letter continues, "contains sixty first editions, some page proof of one book, holographs of poems, and imprints of Frost's Christmas cards—each an original poem. Many of the items are gifts from Mr. Frost to the library and to Miss Laney. We wish to add to the collection and to fit it for display by providing suitable covers for the books and manuscripts." Both of these funds were amassed through contributions of faculty, alumnae, and students—binding them all together in their common love of the college and of those who were retiring and in a newly aroused common concern for and pride in the library. Neither enterprise could have gone forward without the active sponsorship of the administration; but both were instigated by the librarian.

From the point of view of the faculty member, it is just as important that the students should understand the purpose of the library as that the administration should. Indeed, the cultivation of the student's understanding is the reason for the importance of administrative understanding. Giving the students a feeling for the library as a place of learning, full of the "still and

pure air of delightful studies" is an intangible task like all creation of atmosphere; and this I think is the most important part of the librarian's service to them. But there are certain practical helps that most students need in the actual use of the library, for which the college professor also depends on the college librarian. Now and again I hear of institutions where a movie is shown of the student discovering the library. Fortunately, Agnes Scott is still small enough, even under the present enrollment pressure, to allow the demonstration to be given in person. We have a tour of the library for freshmen during orientation week; and when the freshman English classes are doing source papers, the librarians work in the closest cooperation with teachers of freshman English, usually coming to each section for a period of actual instruction about the search for material, particularly in periodical sources. But the help of the librarian to the student by no means ends with this organized training of freshmen. Advanced students, honors students doing independent study for instance, often tell me of helpful suggestions made to them by librarians. At every level, what requires the greatest skill and tact, I think, is giving them the necessary help and information to find what they want for themselves instead of just taking the easy course of doing the work for them. Then, it goes without saying that the success of the whole management of regular materials for courses depends on the librarian. Even in the matter of library orders for advanced

courses the librarian can be of inestimable help to the professor.

And this brings me to the final sphere in which the professor depends on the librarian for help. All of us have pet lines of interest, often with research projects going forward. To have the librarian conscious of our enterprises, to have her say "I found this item that I thought would interest you," is wonderfully enheartening, whether the lead proves fruitful or not, as it often does. In searching book catalogues and periodicals, as the librarian must do, there is a priceless opportunity to be of direct help to the college professor in his own special field; and this service beyond the call of duty is one of those most appreciated by the college professor who is usually pursuing his own study under the greatest pressure of other duties and welcomes any shortening of his labors.

In all of these ways, then, the college professor depends on the college librarian in their joint enterprise of furthering the pursuit of liberal studies. As I review the exorbitant expectations I have listed, they would seem to me an unrealistic demand for the impossible except that I base them on actual experience, my own and that of the countless other professors to whom you bring aid and comfort. I think that instead of bearing the label "what the college professor expects of the college library," my remarks should have the testimonial rubric: why the professor is grateful to the college librarian.

*Current Trends in Library Education**

By ROBERT L. GITLER

I find myself in a region about which I have heard much but to which never before have I been able to come. It is good to be present among a group that has given so many illustrious figures to librarianship. I would like to cite them by name but as I might in a clumsy manner omit someone whose contribution to librarianship looms large on the horizon, I shall not call the role, for it is considerable.

I am going to take the liberty—and I surely wish not to embarrass the lady concerned—of naming one name, that of Mrs. Frances Neel Cheney of the Peabody Library School. Any region of the country that has the fortune to have a person of Mrs. Cheney's understanding, teaching artistry, scholarship and human resources, is bound to have a library school product in its students who will make a contribution to its commonwealth. And here, I believe, we have struck a chord. Curricula of twelve to eighteen or thirty quarter hours, budgets of not less than so many dollars, and all similar criteria to the contrary notwithstanding, unless we have teachers with rich personal attributes and high professional achievement, a library science studies program can be little more than adequate.

Some of you possibly may have heard this speaker report on occasion at the ALA Council meetings between 1952 and 1956 on the progress of the Japan Library School

of Keio University in Tokyo. This is not the subject of this paper today. But it should be pointed out that the most significant factor in the acceptance of that School and its program by the Japanese professional librarians was their recognition of the personal integrity and professional capability and effectiveness of the School's faculty. Mrs. Cheney was of that first faculty. Not a month passes but what a letter is received in my office from Japan with reference to Mrs. Cheney. Her contribution, like a pebble dropped into a pool, continues to ripple the surface of the pond of librarianship in Japan.

So I say it is good to join in these days of conference with librarians of Tennessee. And over and beyond what I personally am looking forward to as an auditor, I am pleased today to be here to discuss with you some of the aspects of education for librarianship with which we presently are concerned.

The ancient Greek, Proclus or Proculus, the neo-Platonist and religious commentator of the fifth Century Christian Era, commenting on the Alexandrian geometer, Euclid, who flourished about 800 years before his own time, tells the story of Ptolemy I, Pharaoh of Egypt (and founder of the Alexandrian Library). It seems that this early Ptolemy, unlike some of his successors, the later Ptolemy, experienced considerable difficulty in grasping this branch of mathematics. He approached the scholar and teacher Euclid asking if there were not some easier way to

*Shortened version of an address delivered on March 15, 1958, at the conference of the Tennessee Library Association.

master the science. And to this inquiry Euclid replied, "there is no royal road to geometry."¹

It is my belief there is no royal road to library science, and I am interpreting the word "royal" not in its meaning, regal, but with reference to its meaning "surpassingly pleasant and fine"—being without problems. There is no royal road to the developing of a library science curriculum which in its entirety can be all things to all persons for all purposes. Nor is there, whatever the curriculum we may find to be generally satisfactory, a "royal"—surpassingly pleasant and simple—program which will adequately prepare persons satisfactorily to perform at the professional level as effective librarians for the community they may choose to serve, be it school, college and university, public or special library. We may be able to delineate a relatively common area of theory and technique which will serve in an introductory way for those persons who wish ultimately to continue their growth as professional persons. But this is only the beginning of the way, not the royal road in itself. This, I believe. This was my philosophy relating to education for librarianship a decade ago. And it is so today in my thinking.

Yet regardless of our beliefs and convictions—our philosophy, if you will allow—the instrument or medium for its application is something other than it was in 1948. I refer to the library school, its curriculum, the educational scene in education for librarianship. Let us for a moment stop and assess the point at which we find ourselves, in order to understand how we have arrived at this

point, and to contemplate directions in which way we may move from here. In short, what has gone before that is responsible for or, at least, which has led to that which we have today in library education?

On this matter of education, a colleague of mine speaking in a rather rueful way about his experience in library education asked if I recalled what Henry Adams had said about it in his telling autobiography, *Education of Henry Adams*. There is much we might well review in a re-reading of that distinguished volume; but in particular he was referring to the pithy statement, "The chief wonder of education is that it does not ruin everybody concerned in it, teacher and taught."²

Returning to our review of how we have arrived at our present stage I should point out that, if comprehensively treated, this might well require a course on the history of education for librarianship. Yet there are certain landmarks which should be reviewed briefly if we are to understand the present, and be able to look toward and plan for the future intelligently. Let us look back to the period immediately prior to the outbreak of World War II. Almost a decade had elapsed following the appearance and application of the 1938 *ALA Minimum Requirements for Library Schools*. As a result of the gradual development and work of the Board of Education for Librarianship, as far back as the days of Sarah Bogle in the 1920's, standards were developed and accreditation visits were carried on by the ALA's Board of Education for Librarianship. Its work originally was assisted by grants from the

1. Diadochus Proclus. *Commentaria in Euclidem*. Bk. II, ch. 4.

2. Henry Adams. *Education of Henry Adams: An Autobiography*. New York, Book League of America, 1928, p. 55.

Carnegie Foundation. In fact, the creation of the BEL was the result of a special study financed by the Carnegie Corporation.

The first standards of 1925-26 were soon found to be far too quantitative to allow for imaginative and creative development of library school curricula; therefore, the 1933 *Minimum Requirements for Library Schools* were concerned with library science *per se* (Advisory Minimum Requirements for Teacher-Training agencies were set, too). These standards grew out of the Board's advice and counsel from a representative committee as well as from library school themselves.

In any event, the 1933 standards recognized three types of library schools. Types I and II were at the post-graduate level (II, fifth year BA or BS; I, sixth year MA or MS): Type III, schools offering the fourth year bachelor degree. The programs, as carried on in the library schools of that period, represented what might, for want of a better term, be considered the standard of classical pattern. There was little variation in what was presented by way of curricula—good or not so good, depending upon one's point of view—and the library administrator, as a consumer of the library school's product, was reasonably sure of what to expect in the commodity coming to him.

Quantitatively and qualitatively there was a dearth of professional literature. And the qualitative variations in the schools were found in the faculty—the main resource of the library school. And here one should pause to take note of some of these faculty, for there were some giants in those days, such as: Sydney Mitchell, William Henry, Helen Haines, Althea Warren, Phineas

Windsor, C. C. Williamson, Ernest Reece, Lucy Fay, Louis Round Wilson, Pierce Butler, Miriam Tompkins, Edith Coulter, Isadore Mudge, the Wyer brothers, and Harriet Howe.

All were real leaders, most were inspiring teachers; a few did noteworthy research. With the establishment of the Graduate School at the University of Chicago in 1928 a new approach to education for librarianship was apparent and its effect was to be felt on library education both directly and indirectly.

The war years interrupted many of the plans for changes in library education which might have taken place gradually and naturally, changes related to the social scene, in technology, and in many fields of learning which were accelerated by the war years. VE and VJ Day brought an end to empty college classrooms and a year after the general increase in enrollment was apparent in universities as a whole, the graduate courses, including library science, were beginning to feel the swell.

As a result of new fields of business enterprise, new careers, industrial and technological openings, plus a labor market in relatively short supply (much to the surprise of many economic forecasters) and low library salaries, many of which were still geared to the post-depression and immediate pre-war economy, library administrators found themselves actually stripped of staff. It was difficult to attract new employees and libraries were losing old ones. Although library school enrollments were increasing, it was felt that if the profession were to attract qualified young men and women, and compete in appeal with other forms of endeavor, it should gear its program competitively and do away with the

second bachelor's degree—replacing it with a master's degree.

There were several bases for this reasoning. To begin with, prior to 1941, in most states one could get the master's degree in education in five years. This immediately caused many potential school library prospects to eliminate librarianship as a possible career because of the extra year "penalty."

Secondly, the fifth year bachelor's seemed to many at the time to be out of gear with the pattern of other graduate programs.

Thirdly, most important—although many administrators based their support of the fifth year master's on reasons of expediency, rather than on scholarship and research—the fifth year bachelor's degree programs as they then existed definitely were not graduate level in caliber, nor were they so considered in many institutions. True, many schools, as they approached the 1940's, conscious of the changing needs of librarianship, did endeavor to develop more characteristically graduate caliber programs; but not without difficulty.

Before the end of the war, the BEL, envisaging changes in the plans for library education, began to look toward the development of new standards. With the Board's encouragement several accredited library schools undertook experimental programs, revising curricula in the period 1946-1948 with the fifth year master's as one of the primary objectives. For some schools in large universities this created the problem of developing a program which, in order to meet graduate school requirements, meant eliminating much of the elementary-basic-core-technique courses. In some instances this meant introducing such work in limited amounts at the undergraduate

level by setting it up as a special, non-graduate, non-credit program, or by eliminating it altogether, thus forcing the student to obtain it elsewhere.

Meanwhile, in 1950, the BEL having studied and carried on preliminary work on new standards as early as 1948, began intensively to work on preparation of new qualitative standards and improved accrediting procedures. Again, as in 1933, representatives of all groups in the profession were invited to serve on the committee. Draft after draft of the standards was discussed before approval finally was achieved. The Association of American Library Schools participated as in the past. With the Council's approval in 1951, the Board was ready to begin its re-accrediting program.

Thus far we have mentioned the problems only of Type I and II schools in this new development. What of the Type III, fourth year school, or even the Type II, fifth year program in the small liberal arts, teachers college, and parochial schools? They were faced with very real problems.

To begin with, the new standards by mutual consent of all concerned recognized the principle of five years beyond high school leading to the master's degree as the basic educational equipment for the initial comprehensive professional program in library science. And this is predicated on the students' having general education, subject specialization and ultimately library science preparation, most—though not all—of the latter being at the graduate level.

The adoption of the new standards meant that the Type III schools, to stay in business as accredited library schools under the new 1951 Standards, would have to develop

truly graduate programs leading to the master's degree.

There are a number of factors, to mention only a few, that have made it almost impossible for any of these schools to effect the transition successfully. Most difficult to overcome have been: 1) The lack of sufficient full-time faculty; 2) the lack of faculty qualified in areas of experience and research production, and with research qualifications or potential; 3) the lack of bibliographic—monographic and serial—resources to carry on a program of true graduate caliber studies and research for students; and very significantly, 4) the lack of other existing graduate curricula in cognate, subject, fields in the liberal arts colleges. Thus far in this resume, we have mentioned only the reasons for the development of the fifth year master's program and have noted the problems created for certain schools in achieving or not achieving accreditation. However, this is only a single facet of the manifold problems, for schools with new programs have problems, as well.

Let us turn now to the *status quo*. What have we at this moment by way of library education agencies? What is their status? In what directions are we likely to move?

The accrediting program begun in 1953 by the BEL and continued by the COA³ has been completed as of 30 June 1957. More than forty schools were visited. Of the five new schools established since 1948, four have been accredited; of the older schools, twenty-seven have been re-accredited; seven have been removed from the accredited list either by BEL-COA action recommending non-accredita-

tion, or through not having been visited in the four-year term provided. There are, then, today thirty-one graduate library schools offering work at the fifth year for the basic, master's degree in library science. (The Canadian schools still award the bachelor degree, but their program meets the specifications of the 1951 Standards).

What becomes of the formerly accredited library training agency? It may further develop its curriculum and resources, all other things being equal, and apply for accreditation at a later date. It may continue its program as is, without ALA accreditation, although it may have only its own state recognition for special certificates, etc. It may abandon the graduate program entirely for an undergraduate program comparable to the old Type III school; nor will it be alone in this stage or level.

This brings us to the significant factor which constitutes the next major piece of work on which the COA has embarked—a consideration of the undergraduate programs that, as reported by the Library Services Bureau of the U. S. Office of Education, today exist in 563 institutions of higher education in the United States. These institutions offer anywhere from two to forty-two or more units of library studies so-called. Now although undoubtedly many of these may be *bona fide*, well constructed and well-presented courses of study, many more should be scrutinized as to whether continuance is warranted.

The results of Miss O'Melia's and Miss McCusker's study, for example, show that the majority of the courses offered are for school library work; that only about 50 per cent require the broad, cultural background recommended in the University of

3. Committee on Accreditation. (Designated as the successor to the Board of Education for Librarianship, in the ALA Reorganization by ALA Council, June, 1956.)

Chicago's core workshop report⁴ of a few years ago; and a disturbing 20 per cent ignore the AACTE⁵ recommendation that the undergraduate library education program provide a foundation directed toward graduate study in library science.

It is toward this situation the profession in general, and the COA in particular, must presently direct its attention.

It would seem unrealistic were the ALA to attempt within its resources to carry the responsibility for evaluation, study and accreditation of more than five hundred of such agencies. It simply is beyond the scope of one organization to do this. Moreover, such a procedure would run counter to the national pattern and trend of accrediting. Finally, almost no professional field groups are going into institutions today to accredit work given at the undergraduate level. Yet the ALA cannot abdicate its certain basic responsibility. Nor has it. For more than five years, the ALA, through its BEL and COA has been meeting with the Coordinating Committee of the AACTE on Collegiate Problems of Teacher Education. This is a liaison organization of the AACTE, the NCATE⁶ and representative special subject agencies.

What is envisaged is that the ALA, through a specially constituted sub-committee of the COA, will have responsibility for developing standards—quite as was done in an experimental way in 1952 by the AACTE for teacher training agencies

—which can be administered by the NCATE with library science consultants on a regional basis.

The problem, of course, lies in resolving standards for the undergraduate level that: 1) provide for only minimum, basic, articulatory courses which will ready the student for graduate library science study and, 2) at the same time not restrict the agency from meeting whatever may be the requirements of its state agency for school library certification, special public library certificates, etc.

This presents something of a dilemma, and a very careful development, particularly in view that such standards when developed are to be administered by a "generalist" agency—the NCATE or a regional accrediting group. Moreover, the *Standards and Guide* as developed by the NCATE for over-all institutional evaluation are very generalized in their pattern; and the ALA in developing supplementary standards for library science programs must produce an instrument which will conform to the structure of the NCATE document and still achieve effectiveness for the library science area. It is a morsel which will take some chewing.

Shortly I shall consider the steps that have been and are being taken in endeavoring to overcome this dilemma with reference to the safeguarding or upgrading of existing undergraduate programs.

Thus far, I have spoken only in terms of the national scene of education for librarianship. And although every state and region contribute to that picture, when closer scrutiny is given to a specific region or a state, certain features are magnified that may well be lost in the larger view. Let us, therefore, consider the situa-

4. Chicago. University. Graduate Library School. *The Core of Education for Librarianship*. Chicago, American Library Association, 1954.

5. American Association of Colleges for Teacher Education.

6. National Council for the Accreditation of Teacher Education.

tion in Tennessee. This well may be bravura on my part, for all that I know of the Tennessee library picture may be considered only as "book larnin'." But inasmuch as we do believe in that medium as having value for conveying information, I believe the risk is not too great.

Although I had known of Eleanor Witmer's survey study, *Library Personnel and Training Agencies in Tennessee*,⁷ until I received the invitation to speak here I had given it only cursory attention. It seemed wise that I heed the counsel that I read it with care at this time. Although published in 1941, there is much in this work that has current bearing on the scene today. It serves, too, as a source for measuring the extent to which that study's recommendations have been achieved.

Of course, there have been earth-shaking events the world over since Miss Witmer began her study almost twenty years ago. The economic, political, and international facets of the picture have made for many changes everywhere; nor have the South and Tennessee have unaffected. Nor have libraries and education escaped the impact of these forces—some good; some not so good. The Library Services Act, for example, although a boon indeed, has intensified to a certain degree the tautness or stringency of the library personnel situation. But twenty years to the contrary notwithstanding, it is still true that

Tennessee lies in part in the southern Appalachian mountain area, in part in the lofty Cumberland tableland and in part in the plains which roll south from Kentucky and west from middle Tennessee to the Mississippi River. Its valleys, mountains, plateaus

and fertile western plains combine to produce a geographic variation which makes the state one of great natural beauty but also one fraught with economic insecurity, educational perplexity and human problems. To understand the state and its needs is to know the people—Negro and white, mountaineer and cotton picker urban and rural, young and old from east, middle, or west Tennessee. A review of the facts which characterize these people and the factors which shape their problems is pertinent to the study of any library services having an educational program as their goal.⁸

This is Miss Witmer speaking; she then proceeds succinctly to enumerate and discuss about a dozen of the facts and continues:

It is evident that all these factors complicate the task of providing adequate and appropriate educational opportunities for the people. They show clearly the necessity for a cooperative and consolidated program of library services. At the same time they emphasize the great need for library participation in a system of adult education which will stem the tide of people insufficiently prepared by limited school years to meet the changing social conditions of the world in which they must live and to participate intelligently in a democratic society.⁹

In that 1941 report, Miss Witmer gives close attention to: 1) The States Relation to Library Services; 2) The Librarians in Service; 3) Librarian Preparation; 4) Negro Library Personnel and Training; 5) TVA; and 6) Recommendations. Well presented, the entire study in a very descriptive yet objective way points up the Tennessee library scene as it was in 1941.

Especially cogent are the recommendations made by Miss Witmer in which attention is given to the several facets of her study and to all

7. Eleanor M. Witmer. *Library Personnel and Training Agencies in Tennessee*. Chicago, American Library Association, 1941.

8. Witmer, *Op. cit.*, p. 7.

9. Witmer, *Op. cit.*, p. 8-9.

aspects of libraries and librarians in service in Tennessee. The extent to which the recommendations have been fulfilled I am not qualified to state as I have not delved deeply enough into the development of the past eighteen years. But from my reading of library literature relating to the current library scene I think one may estimate that much has been accomplished here in Tennessee along lines relative to the Witmer recommendations, notwithstanding the continuing problems of the rural community library and the small schools which are ever difficult in staffing and in reaching adequately with materials and services.

In particular may I call attention to certain of the study's recommendations referring to librarian preparation at the undergraduate level as noted in 1941.

Although there is some evidence that the public school libraries are suffering from inbreeding it is recognized that training within the state is also necessary and desirable. As long as the state regulations require a teacher-librarian with limited library preparation in all four-year county high schools between 100 and 200 in enrollment, there will be a need for a library curriculum within the four years of college.

And again,

Community librarians will be needed for rural service under the recommended regional library program. As few of these schools or communities can expect to help employ candidates with five years of preparation such as that offered by George Peabody College for Teachers and other library schools, it is recommended that the University of Tennessee and the Tennessee Agricultural and Industrial State College be designated as the centers for training librarians at the undergraduate level.¹⁰

Further in the report, when expressing the need for recruiting

young men and women whose entire undergraduate program might be guided so as to equip them for rural service, and pointing out that both the University of Tennessee and the Tennessee Agricultural and Industrial College had the rural sociology resource courses but were not exposing students inclined toward library science to them, the following observation was made.

Constructive readjustments with respect to the curriculum should be undertaken by each institution. The present curriculum is an unsatisfactory dilution of the library school course and is not designed to prepare for rural librarianship. It is overloaded on the technical side. It is therefore, further recommended that a minor of 18 quarter hours be constructed which will provide basic knowledge of community - school - library relationships, the literature appropriate to the needs of all the people served, the functional organization of rural libraries and the practice of reading guidance.

The preparation of librarians at the undergraduate level should be so conducted as to prepare them to learn how to find new materials to be used in community and school libraries. They should learn how to carry on continuous study and how to keep themselves informed with regard to improved methods while in service.¹¹

And, very significantly, Miss Witmer in her study states:

It is recommended that undergraduate students be better informed about the opportunities and limitations which are inherent in undergraduate library training programs. There should be a clear recognition of the necessity for additional graduate study if professional advance is contemplated.¹²

Then in criticism of the practice, with reference to Tennessee, that was current of having the administrative heads of the libraries responsible for the direction and the teaching of li-

10. Witmer, *Op. cit.*, p. 74-75.

11. Witmer. *Op. cit.*, p. 75-76.
12. *Ibid.*

brary science courses Miss Witmer, forthrightly stated:

It is recommended that this practice be discontinued and that the library science curricula be made a part of appropriate teaching divisions or colleges; that able faculty members with adequate professional training and actual experience in rural school and community library service be appointed to carry the instructional load under the direction of the deans of the colleges concerned. The members of the faculty employed to give library instruction should be given academic rank and be paid salaries in accordance with the institution's established scale. Their programs of teaching should be limited to the average faculty load. Instructors who are also employed on the administrative or service staff of the university or college library should not be permitted to carry combined teacher-library service loads which amount to more than the average teaching assignment.¹³

The foregoing factor highlighted more than fifteen years ago in the Witmer study, is still a dominant characteristic, an Achilles heel, if you will allow, of the library science offerings of all too many of the more than five hundred institutions listing library science in their course catalogs today. It is one of the weakest elements in the undergraduate library education scene in the United States, the one in most need of correction—elimination.

Finally, with reference to the recommendations in the Witmer study pertaining to library school faculties there is this sage observation and recommendation.

Standardizing associations have been encouraging faculties of library schools to show a considerable percentage of instructors with higher degrees. Experience in doing what they propose to teach others to do has received less attention due to the gradual emergence of many special fields of librarianship. Library schools, originally concerned with the prepara-

tion of scholarly librarians and the administrators of large library systems quite naturally drew to their teaching ranks successful men and women from these fields. For a time the newness of school library service and library service in rural areas made it difficult for library schools to secure as instructors those who were outstanding in these fields. That time has now passed and the body of experienced . . . can provide able instructors. It therefore seems reasonable to expect that all library schools concerned with the preparation of librarians for rural service should employ instructors well qualified in this respect. Such faculty members should be expected to develop productive scholarship in this area. In turn they should be relieved somewhat of the usual program of teaching and related work.¹⁴

By no means are the recommendations just quoted the only ones made in the Witmer study. They are the ones particularly related to the area of our interest in this discussion. Moreover, not only in the principles embodied in these recommendations, but in the specifications detailed, they are current and are as applicable today to the still unsolved problems in education for librarianship as they were in 1941. In them is the germ of what needs to be considered, and in most instances applied, in the many institutions where undergraduate courses in library science are being offered. It is very probable that were these principles to be universally applied we should be able to effect:

- 1) Undergraduate curricula which would provide students with basic competencies and techniques needed in many library positions requiring less than full professional equipment and study.
- 2) A program of library science courses, not in itself terminal, which would equip graduates to become teacher-librarians, preparatory to their gaining further professional education at the graduate level.

13. Witmer. *Op. cit.*, p. 76-77.

14. Witmer. *Op. cit.*, p. 79.

- 3) A program which supplements, in its not less than twelve or more than eighteen semester hours, a student's general education and subject major, whether he is preparing in a subject major or in education to be a teacher.
- 4) A basic introductory program which would, together with other offerings of the institution prepare assistants to serve in junior capacities in the emerging larger units of service regionally conceived for rural areas. (Here again such preparation would be introductory and not terminal, the practitioner later continuing his study if qualified and interested.)
- 5) A basis for recruiting young men and women who show a potential for a career in librarianship.
- 6) A weeding out of those not qualified.
- 7) The elimination of the sub-standard training agencies where there are insufficient administrative support and resources and where the faculty quantitatively are deficient.
- 8) A basis for articulating, with the counsel and cooperation of the accredited graduate library schools, the undergraduate programs in order to enable the natural progression of the library school student in his further preparation and study.

Leaving the Witmer study and coming closer to our present period, I believe we all agree that in the post-war years there was a real foment in education for librarianship throughout the country. Many meetings were held. One of the most productive conferences that met during the period, in fact which has met in the past fifteen years, was the Southeastern Conference on Library Education which assembled in Atlanta early in the spring of 1948. Assisted by support from the General Education Board, the Conference brought together more than eighty distinguished library leaders from all types of library work in the South, with representatives from the American Library Association, the United States Office of Education and certain other related groups.

The work and recommendations of the Conference are recorded in a compilation admirably edited by the late and esteemed Velma Shaffer. It would be profitable for us if we were to pause and review carefully the findings of the Conference. The report is published¹⁵ and available and I shall call to your attention, therefore, only certain portions of it. Your own reference to that report, however, will refresh your thinking on some of the problems to be solved today. Moreover, there are certain blueprints stemming from that Conference which, if followed and applied to our field, might well result in a more rational and effective educational and administrative structure personnel-wise in librarianship than we now have.

The paper presented at that conclave by the then Secretary of the ALA Board of Education for Librarianship, my predecessor, Anita Hostetter, "Trends of Thought in Education for Librarianship," was not only an excellent analysis of what was then the situation in the library education world, but it forecast correctly, in the light of current appraisal ten years later, what likely were to be the further developments and the matters which still would remain to be resolved.

Special committees were established to work on assigned areas or objectives during the Conference. There were six in all, but for our purpose here I should like to refer to but two of the reports.

The report coming out of the work of the Committee on Classification of Levels of Education provides us with what I believe to be one of the best statements we have in answering the

15. Southeastern Conference on Library Education, Atlanta, 1948. *Report*. Atlanta, Southeastern Library Association, 1948.

question. "What and how much training for what kinds of work in what types of libraries?" The statement which is a descriptive classification scheme, I shall not detail here; it is published. By all means return to it and review it. I offer it not as a panacea, but as a realistic, logical workable program which has value for all of us concerned with the improvement of library education, library service, and librarianship as a whole.

The Committee on Graduate Program for Librarianship, although working in an area to which more attention has already been given (than to undergraduate education) in other parts of the country, prescribes, nonetheless in its report, a set of qualitative proposals meriting as much attention for their own particular worth as does the report of the first committee to which reference has been made.

I believe that as we continue to try to improve and coordinate our educational pattern in librarianship throughout the country we should give closer attention to the thinking and recommendations that have come out of the work of groups such as the Southeastern Conference.

Since the Witmer study and the Southeastern meeting there has been progress in education for librarianship in Tennessee, even though there still may be many goals to be achieved. At present, for example, the United States Office of Education lists twenty institutions in the state which offer from one to 144 quarter hours of courses in library studies. Of course, in addition to Peabody, not more than half a dozen of the institutions listed have *bona fide* programs for teacher-librarians or librarians of any variety. Obviously more than half probably

give little more than use of books and libraries courses. But at least six of these schools offer twenty-seven or more quarter units of studies in library science. They are: Austin Peay State College, Clarksville; East Tennessee State College, Johnson; Memphis State University, Memphis; Middle Tennessee State College, Murfreesboro; Tennessee Agricultural and Industrial State University, Nashville; and University of Tennessee, Knoxville. All but one of these schools has at least one full-time faculty member. As to the qualitative character and the objectives of the curricula, I am not prepared to state at this time. It is clear that there have been results from the Nashville Conference of 1946, for example, when certain principles and criteria for school library programs were proposed.

For an excellent analysis of the characteristics of graduate professional library science programs as they exist currently in the Southeast, I can think of no better source to direct you than to the comprehensive treatment given the topic by the recently retired Director of the Division of Librarianship at Emory University, Miss Tommie Dora Barker. In her "Patterns of Education for Librarianship in the Southeast,"¹⁶ Miss Barker indicates the differences and the likenesses of the six schools covered as well as certain of her own conclusions.

Up to this point we have reviewed and have been concerned with certain aspects of education for librarianship over the past decade. At what point do we now find ourselves?

As mentioned earlier in this paper, we now have thirty-one accredited

16. *The Southeastern Librarian* 4:5-13, Spring, 1954.

library schools offering their graduate professional programs leading to the master's degree. With certain exceptions entrance requirements to these programs or at least requirements for completion of the work, call for students having certain basic introductory studies taken either at the undergraduate level or at the post-graduate level, in addition to the regular library program, without graduate credit. Among library schools not having this requirement are California, Chicago, Columbia, and Western Reserve. Other schools express or define the requirement in a variety of ways. It should be pointed out, also, that where a student has had what amounts to almost a year's work of undergraduate library science, he frequently is unable to gain admission to the graduate library school as he invariably lacks certain subject area (humanities, sciences) requirements for admission to the graduate divisions of the university as a whole. It can be seen that both the prospective library school student as well as the student counselor stand to gain were a more consistent pattern evolved than now obtains. Nor need or should the prerogatives of the individual library schools be infringed in the process.

Is it reasonable to assume that undergraduate library science courses taken at an institution of merit and good standing should be transferable—not beyond an agreed maximum number of units—with credit by the student enrolling in the graduate library school? Is it not agreed that the need exists for upgrading of the introductory work in library studies which will provide the prospective librarian and teacher-librarian with an introduction to the field? May we not expect that this type program can serve well as a recruiting device?

Where, then is our problem? It is in the present lack of evaluative criteria, standards and guides for such programs which will enable the profession—the library administrator, the state departments of education, the accredited graduate library schools—to know what institutions have *bona fide* programs that may be so designated.

If this criteria can be developed and applied—and this is the project on which the Committee on Accreditation and its subcommittee are now working—we shall then have a nucleus in valid limited programs of introductory courses articulated with the curricula of the graduate library schools, which can serve to relay or feed students to: 1) schools for teacher-librarian positions; 2) regional library systems for certain level positions (careful classification by the administrator is essential in this); 3) large public library systems, where internships or special category positions may be held prior to completing studies at the graduate level; and 4) graduate library schools for further and advanced professional library science study and preparation.

The subcommittee of the Committee on Accreditation working on the revision of the 1952 *Standards for Library Science Programs in Teacher Education Institutions* is endeavoring to develop standards and a guide—a multi-purpose instrument—which will serve as a subject area supplement to the already existing *Standards and Guide* of the NCATE which that accrediting agency uses in the evaluation of an entire teacher training program and institution. Such a set of criteria, prepared by the American Library Association, would be administered by the NCATE or one of the six regional accredi-

ing associations. It is contemplated that a jury of one hundred representative librarians and library educators throughout the country will be provided by the ALA for this evaluation group (NCATE) from which it may invite participants to serve as evaluators on visitations.

Although the foregoing has not gone beyond the discussion and projection stage, very probably it will be evolved in view of the coordination of the work of all accrediting agencies within the cognizance of the National Commission on Accrediting.

The COA subcommittee held its first meeting in a work-conference just prior to the 1958 Midwinter Meeting. Considerable progress was made in its initial drafting. Another meeting is scheduled for mid-April (1959) in New York City. It is anticipated that its work will be ready for acceptance by the Committee on Accreditation and for subsequent transmittal to the NCATE and regional crediting agencies during the year.

Although these criteria are still to be further examined and developed, you may be interested in some of the cardinal principles or assumptions which will characterize the instrument now in process. It is conceived that:

- 1) An introductory program of education for librarianship may legitimately be given at the undergraduate level, but the amount of such work in library studies should not be so great as to limit seriously the amount of general education. (The criteria are intended to serve as a guide only to undergraduate programs totaling not more than eighteen semester hours; and probably not fewer than twelve semester hours.)
- 2) There should be articulation between the undergraduate programs in library science and the graduate library school programs in the same area.

- 3) Because there is need for a variety of materials in support of programs and for stimulation of students in class discussion and guidance, no part of an introductory program may be given by correspondence.
- 4) The general objective of undergraduate library science programs is to offer introductory preparation for library personnel for positions commensurate with this preparation.

The foregoing are some of the primary precepts upon which the new instrument for evaluation is being based. Specific attention is being given to criteria—qualitative for the most part—concerning: 1) objectives of the institution, 2) organization and administration of the program, 3) the faculty, 4) the curriculum, 5) student personnel—its caliber, its counseling, its placement, and 6) facilities.

Before leaving this topic, I hasten to point out that this is the first step in an effort to evaluate, upgrade, and thereby make more effective and useful the undergraduate programs in library science. In no sense does this represent divergence from or an abandonment of the fundamental premise established by the Board of Education for Librarianship and the ALA Council in its acceptance of the 1951 *Standards for Accreditation* in which it is established that the full basic professional education program for library science encompasses a minimum of five years of study beyond the secondary school leading to a master's degree.

The correlation and articulation of a well conceived over-all undergraduate program of general education with subject specialization and introductory course in library science to which is added—for those of professional promise, capacity and interest—graduate study in librarianship and cognate fields, will be a large

step forward in helping library education clarify and consolidate its substance and thereby truly achieve its goal.

Earlier in this paper I cited two different quotations with reference to certain portions of the content of this presentation. In the first, Euclid's admonition to Ptolemy—"There is no royal road to geometry"—I substituted library education for geometry and suggested that the application obtains. Then somewhat facetiously, I quoted Henry Adams who not a little disparagingly said, "The chief wonder of education is that it does not ruin everybody concerned in it, teachers and taught."

This, too, has application for us, if we look about at certain library science programs so-called.

I should like to close my remarks by striking a chord which I believe to be more apropos and which for us can be a credo. If adhered to, it will yield results. Abraham Flexner, that dean of American educators, writing in his book, *Universities—American, English, German*, has this to say:

"Without ideals, without effort, without scholarship, without philosophical continuity there is no such thing as education, no such thing as culture."¹⁷

17. Abraham Flexner. *Universities—American, English, German*. New York, Oxford University Press, 1930. p. 97.

The Great Books Program In The Southeast

By HOWARD C. WILL, JR.

Since the Great Books Foundation was established in 1947, it has led a very precarious economic existence due to the fact that we have always made the program free to anyone wishing to join and have depended on private philanthropy, the Fund for Adult Education, and other grants from organizations for our financial support. In our twelve-year history, the Great Books Foundation has necessarily had to limit its activities to large metropolitan areas. In the South, due to sponsorship of Great Books at Southwestern in Memphis and the sponsorship by the public libraries in Atlanta, New Orleans, and Birmingham, the program has flourished and the Foundation has been able to give some aid in those areas.

Finally in October, 1958, the Foundation was able to place me in the South full time as the Southern Area Director, assigning me southern Kentucky, western North Carolina, South Carolina, Tennessee, Georgia, Florida, Alabama, Mississippi, eastern Arkansas, and eastern Louisiana. The program was to some extent being carried on in the places above mentioned and in various other cities throughout these states. It is interesting to note that the total southern territory as of March 1, 1959, had 203 Great Books groups and, by a surprising coincidence, metropolitan Chicago had 204 active Great Books groups—certainly an imbalance to say the least.

The Great Books Foundation is now the largest adult, liberal education program in the country and it has 2,125 groups in operation including all 49 states of the union. It came as a very pleasant surprise two years ago when many Great Books groups all over the country requested their eleventh year readings. Since the Great Books Foundation had only published lists through the tenth year, it was necessary immediately to compile lists which now go through fourteen years. I feel that we have hardly scratched the surface. Mortimer Adler and Robert Hutchins hoped that one day 15,000,000 Americans would be reading Great Books. We are still far away from their dream. As Mortimer Adler says, "There is hardly an intelligent adult—a college graduate two or three years out of college—who will not readily and happily confess frankly that he is not an educated person, that there is much for him to learn, and that he does not know it all. If we should find a college graduate three years out of college who does not know he needs an education, charity would recommend that we speak no more of him." The education that we really need but miss in school is the liberal education—that which liberates our mind from the most immediate and pressing things which hem in our scope of living. As a result many people come into Great Books because their colleges had been too poor, in a sense,

to give them the readings that were necessary for a more enlightened vista of mankind and we now feel that the Great Books in a large sense is answering this need.

First of all, the Great Books are great because they are inexhaustible. They can be read over and over again. This relatively small body of literature is large enough to sustain a lifetime of learning. Secondly, the Great Books are intended for the adult mind. They were not written as textbooks for children—not because they cannot understand them at that age, but because beyond the obvious fact that students must be taught to read and these are good books for that

purpose, they must be read several times to be read well and it is a good idea to accomplish a first reading as early as possible. In the third place, the Great Books deal with the basic problems, both theoretical and practical of yesterday, today and tomorrow; the basic issues which always have and always will confront mankind. Without these great authors and more expressly, without our knowledgeable understanding of them, our lives certainly would be impoverished.

[Editor's note. Mr. Will is available to help organize Great Books programs in any part of the area mentioned in the second paragraph of his statement.]



B O O K S

Notes of books written by Southeastern librarians, published by Southeastern libraries, or about Southeastern libraries.

Gibson, John M. *Soldier in White; the Life of General George Miller Sternberg*. Durham, N. C., Duke University Press, 1958. 277p. \$6.75.

The office of Surgeon General of the United States Army is an old one, but until John M. Gibson published his admirable life of General William C. Gorgas in 1950, the men who filled that position were celebrated chiefly in large volumes of collected biography, most of which were out of print, or in careful memorials written by their faithful wives.

John M. Gibson began his biography of General Gorgas when he was Director of the Alabama Department of Public Health Education, and it was through his work on Gorgas, whose conquest of yellow fever made the building of the Panama Canal possible, that Gibson became familiar with the important work of General Sternberg which paralleled that of the better-known Gorgas. The brilliant career of Major Walter Reed enters into both biographies, but Sternberg was sixteen years older than Gorgas and the Civil War which made an army doctor for life out of Sternberg was a boyhood memory to Gorgas.

In the beginning George Sternberg "read medicine," but even in 1857 this was deemed insufficient preparation for a doctor and he entered the College of Physicians and Surgeons of Columbia University from which he received his degree in 1860. Im-

mediately war came. Sternberg passed the army surgeon's examination none too brilliantly and found himself with the Army of the Potomac in time for the Battle of Bull Run.

The war years were valuable. The young man learned how to keep a military hospital sanitary even under battle conditions, but more valuable yet was the experience with epidemics which he amassed in the next twenty years. First he learned about Asiatic cholera which took the life of his young wife when he encountered it in 1867; and second, he saw first hand the dreaded yellow fever which struck the doctor himself when, in 1869, married to another wife, he was stationed at Governor's Island in the New York harbor. Bad as the fever was, it gave him a lifetime immunity which was an immeasurable advantage to him in the many epidemics he was to weather in the years to come.

"Westerns" are now a part of our daily routine, but few of them are more colorful than was Sternberg's life on the frontier. The campaign against the Nez Percés Indians was probably the high point in drama, but even under the most primitive conditions, Sternberg stubbornly maintained his own little homemade laboratory and there pursued his bacteriological researches whether his immediate superiors appreciated their significance or not. From post to post the Sternbergs moved and the busy years went by, but to the credit of

the top-brass be it said, when honors finally came, his many scientific articles and his monumental *Manual of Bacteriology* ranked equally with his military services when Cleveland appointed him to the high office of Surgeon General in 1893.

The Spanish American War brought more emergencies and more epidemics, but the worst scourge of all was still yellow fever. The complications of the operations of the Yellow Fever Commission which Sternberg appointed and the intricate matter of whose ideas bore first-fruit make up the last third of the biography.

In the number and variety of Sternberg's interests one sees the now extinct general scientist, for unquestionably he was one of those brilliant men of amazing versatility who graced and glorified the turn of the century before the age of the specialist set in. A collector of botanical and archaeological specimens, he invented automatic heat-regulating devices and helped to give the city of Washington its first public library. An early practitioner of photomicrography and a noted bacteriologist, he was nevertheless President of the American Medical Association and represented the United States at the Twelfth International Congress of Medicine in Moscow in 1897. While Surgeon General, he established the first Army Medical School, the first Army Nurse Corps, the first Army Dental Corp, and a Tuberculosis Hospital at Fort Bayard. The world will surely never see his like again, and his biography would be an addition to any book collection.

John M. Gibson is now librarian of the North Carolina State Board of Health in Raleigh, and it is not surprising that his documentation is

thorough and his bibliography complete. The author probably relied heavily on Mrs. Sternberg's account of her husband's career, but when she felt it necessary to defend his claims as discoverer of this or that, Gibson unobtrusively side-stepped controversy and his book is the better for it. The style of writing is uninspired, sometimes faulty, but this is the type of book which young people need, and it is a pity that even now, months after the publication date, there are no reviews either in the medical press or in the publications which librarians consult most. *Physician to the World; a life of General Gorgas*, a larger book priced at \$4.50, was widely advertised and reviewed. The present book is every bit as good. The ways of publishers and publicity men are sometimes hard to understand, but when every possible effort is being made to interest young people in science, a good, readable book about a great man is a treasure at any price.

ISABELL HOWELL

Tennessee State Library and Archives

Thornton, Mary Lindsay. *A Bibliography of North Carolina, 1589-1956*. Chapel Hill: University of North Carolina Press, 1958. 597p.

Even more than Miss Thornton's *Official Publications of the Colony and State of North Carolina, 1749-1939* (Chapel Hill: University of North Carolina Press, 1954) this bibliography reflects her tremendous contribution to North Carolina through her long years of acquiring and assembling material for the North Carolina Collection of the University of North Carolina Library, material to be used as a basis for the study of the state and its people.

In her four-page introduction, the compiler outlines the history of the collection, with a brief mention of some of the collections which formed the nucleus of the North Carolina Collection. Among them were the collections of Stephen B. Weeks, Major Bruce Cotten, Kemp Plummer Battle, Alexander Boyd Andrews, James Sprunt, William Richardson Davie, and Nathan Wilson Walker. She pays special tribute to the lifetime interest which John Sprunt Hill has shown in the North Carolina Collection through a series of endowments.

This bibliography, compiled from the North Carolina Collection catalog, includes material dealing with North Carolina and North Carolinians, and periodicals published in the state. Because of her 1954 bibliography of the official publications of the state, Miss Thornton excludes state and federal documents, including publications of institutions supported by the state. She also excludes manuscript theses, maps, newspapers, and articles appearing in periodicals. However, a check of the bibliography shows that general bibliographies and other works with sections on North Carolina, such as Mott's *A History of American Magazines*, and Gregory's *American Newspapers, 1821-1936*, *A Union List of Files Available in the United States and Canada*, have been included.

Unlike the earlier bibliography of official state publications, the compiler does not give locations for copies of the items in other libraries. In some cases, the location of the original was noted if the North Carolina Collection had only a microfilmed or photostatic copy. Items not owned by the North Carolina Collection are excluded. This would be a very small number, but if they had been included the overall usefulness of the

bibliography would have been improved.

For the person who is using the bibliography without easy access to the North Carolina Collection catalog, the fact that Miss Thornton lists the holdings of the North Carolina Collection by date, in the case of reports of railroads, organizations, churches, and educational institutions, is invaluable. As she states in the introduction, Miss Thornton has kept the bibliography to one volume by using shortened titles and simple collation. It is arranged in one alphabet by main entry, a short title in many cases; simple collation including pagination but no preliminary matter, charts, maps, nor illustrations are noted. Full imprint information is given.

Whether the bibliography is being used by the serious student of history or literature, or by the genealogist searching for a stray member of his family, the index is a necessity. Like many indexes, it is disappointing. Broad subject headings such as "poetry, periodicals, bibliography," and "fiction with a North Carolina setting," are helpful, but subjects such as "farm life schools," "farm colonies," are not mentioned, although the materials are listed by author in the main alphabet. On the other hand, many small items are included in the index, e. g., "Duplin Rifles."

The person attempting to use the bibliography to list the writings of a North Carolina writer will realize what gaps are created by excluding the periodical material, but only a photographic reproduction of the North Carolina Collection could have included all of the entries. (Such a project was undertaken with the recent six-volume *Catalog of the Avery Architectural Library of Columbia*

University, a photographic copy of their entire catalog—author, title, and subject.)

This North Carolina bibliography, with its 15,519 items, together with the index, will serve as an exceedingly useful guide to the student in North Carolina history, and many libra-

rians in the Southeast have already expressed their thanks to Miss Mary Lindsay Thornton, Librarian of the North Carolina Collection from 1917 to 1958.

MRS. PATTIE B. MCINTYRE
*University of North Carolina
Library*

As we begin our third century of service to libra-
rise, the house of Ruzicka pledges to continue to
provide the best of materials, fine workmanship
and prompt service to our clientele.

Write or call for information on our pre-bound juveniles.

JOSEPH RUZICKA, INC.

BOOKBINDERS AND BOOK SELLERS

Greensboro, N. C.

Baltimore, Md.



...VARIA

PERSONAL

William Stanley Hoole, librarian, University of Alabama, is serving as visiting lecturer in the School of Library Science, Columbia University, during the 1959 Summer School session.

Kanardy L. Taylor has assumed his duties as chief, Reader Services Division, Air University Library. Formerly chief librarian, Transportation Center Library, Northwestern University, Mr. Taylor has served on the staff of the National Library of Medicine in Washington and held various positions in John Crerar Library, Chicago. He is a graduate of the University of Illinois Library School and has studied at the University of Chicago Graduate Library School.

Elizabeth Plexico, a graduate of Louisiana State University Library School and former librarian at the Concord (N. C.) Public Library has joined the staff of the Public Library of Charlotte and Mecklenburg County, North Carolina, as reference assistant. Other appointments at the Charlotte Library include: Mrs. Katherine McIntyre, former librarian at the Medical Library in Charlotte, as reference assistant; Ellen Drane, former assistant acquisitions librarian at the University of Georgia and a graduate of Florida State University, as serials librarian; and Peggy Green, a recent graduate of Galudet University, Washington, D. C., as a cataloger assistant.

Helen Weekly, A.B., Baldwin-Wallace College; B.S. in L.S., Western Reserve University; M.A., University of California, was appointed head of the Catalog Department of the Carol M. Newman Library, Virginia Polytechnic Institute, Blacksburg, Virginia, on February 16, 1959.

Miriam R. Jones has been appointed documents librarian at the Emory University Library. Miss Jones received her A.B. at the University of North Carolina and her Master of Librarianship at Emory. She was formerly reference assistant, University of Florida Library.

Florine A. Oltman has been named chief, Bibliographic Assistance Branch, Air University Library. Formerly librarian at the Air War College, Miss Oltman is president-elect, Military Librarians Division, Special Libraries Association, and she is listed in the newly issued *Who's Who of American Women*.

Margaret Johnston, who has been head librarian of the Rockingham County Library, Leaksville, North Carolina, for the past three years, has resigned to accept the position as head librarian of the Stanley County Public Library, Albermarle, North Carolina.

Mrs. Elizabeth House Hughey, North Carolina state librarian, was one of the six Tar Heel women honored at a dinner sponsored by the North Carolina Federation of Business and Professional Women's Clubs in Chapel Hill, February 21. Mrs. Hughey was presented with a citation

by Margaret Johnston, president of the organization.

Howard M. Smith, formerly personnel chief of the Philadelphia Free Library, has been appointed librarian of the Richmond Public Library. Mr. Smith is a native of Charlotte and grew up in Norfolk. He was graduated from the University of Virginia in 1941 and also holds degrees from the University of Michigan Library School and that University's School of Public Administration. In addition to the position in Philadelphia, he has worked at the Enoch Pratt Free Library and served as co-ordinator of library activities for the Richmond Area University Center.

Martha H. Covey is now reference librarian at Emory University. Miss Covey received her A.B. at Lynchburg College, Virginia, and her M.A. in L.S. from Peabody Library School. She was formerly assistant, University of Florida Library.

Harold F. Riehle has been appointed assistant chief of the Audio-Visual Center, Air University Library. He went to Air University Library from Florida State University, Tallahassee, Florida, where he was assistant professor of Audio-Visual Education and he had previously worked in the audio-visual education field at Illinois and Florida colleges. He is a graduate of Central Michigan College and holds a master's degree from the University of Florida.

Kathleen Gilleland has accepted the position of director of the Northwestern Regional Library, with headquarters in Dobson, North Carolina. Miss Gilleland is a graduate of the University of North Carolina and was formerly librarian of the Horry County Library, Conway, South Carolina. The Northwestern Regional

Library represents the formation of North Carolina's ninth region, comprising Alleghany, Stokes and Surry Counties.

Elizabeth Downey, formerly chief acquisitions librarian, West Virginia University, joined the Madison College Library staff on February 16, as assistant librarian (cataloger).

Mary Kathryn King joined the staff of the Madison College Library on April 1. Miss King is a graduate of Eastern Mennonite College, and the Drexel Institute of Technology. Before going to Madison she was assistant librarian at East Baptist College, St. Davis, Pennsylvania.

Stanley Hoole read a paper, entitled "The C. S. S. *Tuscaloosa*" before the Twelfth Annual Meeting of the Alabama Historical Association, Tuscaloosa, April 17-18, 1959.

Oliver T. Field is now chief, Technical Services Division, Air University Library. He had been chief of Catalog Branch since 1954. Before joining the Air University Library staff, Mr. Field was consultant for USIS, Bonn, Germany, and he previously held positions with the State Department and other federal libraries in Washington, D. C. He is a graduate of the University of Washington School of Librarianship and spent 1956-57 in the doctoral program at Columbia University.

Guy R. Lyle, director of libraries, Emory University, spoke on "The World of Books" in the Chapel at Guilford College, North Carolina, on April 17 in celebration of National Library Week. There was a luncheon and a tea held in connection with Mr. and Mrs. Lyle's visit to the Guilford College campus.

Richard B. Reich has been appointed science librarian at Emory University. Mr. Reich received his

B.S. at West Virginia University and his Master's in Librarianship at Western Reserve. He was formerly head, Science-Technology Division, Florida State University Library.

Elizabeth Morrison, student in the School of Library Science, University of North Carolina, has been selected by the National Library of Medicine for a year's internship beginning in September. Another student in the School, Benny Ray Tucker, is one of six interns selected by the Library of Congress to participate in the Annual Recruiting Program for outstanding library school graduates.

Mrs. Rosemary Maxwell, formerly with the McGuire Veterans Administration Hospital Library in Richmond became the Base librarian, Turner Air Force Base, Albany, Georgia, on January 26, 1959.

John B. McClurkin is technical assistant to the director, Air University Library. He transferred from the Bibliographic Assistance Branch and assumed the duties of the position formerly held by Virginia A. Staggers who is now director of Technical Reference, Federal Civil Defense Administration, Battle Creek, Michigan.

Sallie Foard MacNider, North Carolina Collection, Wilson Library, University of North Carolina, has resigned her position and will be married in the near future.

Mabel Leigh Hunt, noted author of children's books, spent May 2-5 in the Quaker Room of the Guilford College (N. C.) Library, doing research on Quaker children. The research was done in connection with a speech for the National Meeting of Friends, but may well result in another book for children about Quaker children by the author of the well-loved *Benjie's Hat*.

Evelyn Dahl, Mobile author, reviewed her book on Madame Levert, *Belle of Destiny*, on March 11 in Birmingham for the benefit of the new L. Frazer Banks High School Library. Mrs. Dahl also presented a copy of her book to principal Roy Shelton and librarian Jean Hoffman.

Wilbur Helmbold, librarian, Howard College, gave a talk at the meeting of the Birmingham Library Club last February 26. His topic was on early newspaper publishing in the United States.

Mrs. Irene Burk Harrell, a graduate of the School of Library Science, University of North Carolina, is now cataloger at Atlantic Christian College, Wilson, North Carolina.

Charles R. Brockmann will retire from the Public Library of Charlotte and Mecklenburg County on June 30, after having been on the staff since 1943. During his career Mr. Brockmann has been a private secretary and stenographer, executive secretary of the Greensboro Merchants Association, manager of the Boston office of the Retail Credit Company of Atlanta, secretary-treasurer and manager of the book department of Brockmann and Company (Charlotte, N. C.), and advertising manager of the H. W. Wilson Company. After his retirement, Mr. Brockmann will be a joint author of the proposed *History of Charlotte and Mecklenburg County*. He will be responsible for the research, preparation of the outline, assembly of data for the writing author, assembling all data for the appendix and indexing the completed book. All this leads one to believe that Mr. Brockmann's retirement will be a busy one.

The following personnel changes have been made in the University of Georgia Libraries: Mrs. Ethel Aber-

nathy Rose was appointed head of the Cataloging Division on July 1, being promoted from the position of first assistant. Robin N. Downes, who has been on the staff for two years, was promoted from cataloger to first assistant cataloger. Mrs. Evalyn Rutledge joined the staff on July 1 as assistant catalog-social sciences librarian. Mrs. Rutledge went to Georgia from the directorship of the regional library at Dalton, Georgia. Dorothy Harmer resigned from the cataloging staff on May 31 to accept a position in the Cataloging Department of Pennsylvania State University.

John David Marshall, acquisitions librarian, University of Georgia Libraries, gave the Alumni Day Address at his Alma Mater, Bethel College in McKenzie, Tennessee, on June 4. The title of his talk was "Books in Your Life."

THIS AND THAT

The Friends of the Library, Woman's College of the University of North Carolina, was recently organized. Mrs. Luther H. Hodges, wife of North Carolina's governor and an alumna of the college, is chairman. An organizational dinner meeting was held in Elliott Hall on the Woman's College campus in Greensboro on April 15, with approximately one hundred and twenty-five persons present. The speaker for the occasion was Gerald Johnson, North Carolinian and former editor of the *Baltimore Sun*.

The University of Alabama has received as a gift from Dr. and Mrs. Wallace Bruce Smith, of San Francisco, a valuable collection of first editions of the works of Lafcadio

Hearn and other associational material.

The annual faculty tea and weeding party at the Birmingham Southern College Library was held last January. The president of the College, Henry King Stanford, and Mrs. Adrian Hughes, the librarian, welcomed the faculty to the occasion.

The annual Alumni Luncheon of the School of Library Science, University of North Carolina, was held at the Carolina Inn in Chapel Hill on May 9. Manly Wade Wellman, Chapel Hill author, was the speaker. Dean Lucile Kelling Henderson announced the members of the newly formed Advisory Board of the School of Library Science. These members are: Margaret Johnston, Albermarle; George Stephens, Asheville; Mrs. Elidabeth J. Holder, Brevard; Evelyn Parks, Burlington; Susan Grey Akers and Louis R. Wilson, Chapel Hill; Hoyt Galvin, Charlotte; Mary Canada and Benjamin Powell, Durham; Sara Jaffarian, Greensboro; Cora Paul Bomar and Mrs. Elizabeth H. Hughey, Raleigh; Mrs. Allen A. Surratt, Rockwell; Mrs. Vernelle G. Palmer, Salisbury; Carlyle J. Frarey, Mrs. Lucile Kelling Henderson, and Margaret E. Kalp of the School of Library Science.

The Scholarship Loan Fund Committee of the North Carolina Library Association has announced a \$1,000 scholarship which is being made available to North Carolinians for studies in the area of library science. The award, made by the book-binding firm of Joseph Ruzicka, Inc., of Greensboro and Baltimore, is designed to encourage college graduates to enter the library profession and to assist present librarians in furthering their studies and academic standings. The scholarship will be ad-

ministered by the North Carolina Library Association through its Scholarship Loan Fund Committee of which I. T. Littleton, D. H. Hill Library, North Carolina State College, Raleigh, is the chairman. Loans in the amount of \$500 also are available to residents (two years) of North Carolina for graduate study in the field of library science. Application forms for the scholarship and the loans are available from Mr. Littleton.

The College Section of the Southeastern Library Association is exploring the idea of a pre-conference or institute before the 1960 Southeastern meeting in Asheville, North Carolina, on the subject of the small college library building. Charles M. Adams, librarian of the Woman's College Library, Greensboro, North Carolina, would be pleased to hear from any librarian of a college or junior college planning a new building about interest in such a conference.

A notable gift recently received by the Wilson Library, University of North Carolina, is a fine collection of one hundred and seventy-three original maps of North Carolina dating from the 17th to 19th centuries. This collection came from James N. B. Hill of Boston.

Dean Lucile Kelling Henderson has announced that the School of Library Science of the University of North Carolina has been selected under the Southern Regional Education Board program by the State of Maryland as the school which Maryland residents wishing to study library science will be encouraged to attend. Specifically this encouragement will mean the provision of non-resident tuition assistance by the State of Maryland through the South-

ern Regional Education Board to Maryland residents studying library science at the University of North Carolina.

The North Carolina High School Library Association held its twelfth annual convention on April 24-25, on the campus of the Woman's College of the University of North Carolina in Greensboro. Convention hosts were the Woman's College and the library clubs of Greensboro Senior High School and Curry High School. The convention, the first held on a college campus, was attended by 359 delegates and 65 sponsors and had as its theme "Unlocking Library Treasures." Two general sessions, discussion groups, a banquet and a dance were included in the activities. The Frank Driscoll Trophy was awarded to the Pleasant Garden Library Club for its outstanding club scrapbook. The Durham High School Library Club scrapbook received the International Relations Trophy for achievement in promotion of international understanding. The first North Carolina High School Library Association scholarship for prospective librarians was awarded to Gilbert Huffman of Surry County, presently enrolled as a junior at the University of North Carolina.

The Florida Library Association held its thirty-sixth annual conference at the McAllister Hotel in Miami, April 9-11. Speakers for the general sessions were Emerson Greenaway, librarian of the Free Public Library of Philadelphia and president of the American Library Association, whose topic was "Developing a System of Libraries," and Andrew Lytle, noted author and lecturer in English at the University of Florida who spoke on "The Primacy of the Word." A unique

feature of this year's meeting was a "treasure hunt" sponsored by the Association in cooperation with the exhibitors and planned by Betty Service of the Sarasota Public Library. Clues to the treasures were hidden at each exhibitor's booth, and a prize was given by the Association to the person finding the treasure. The exhibitors termed the treasure hunt a great success, and said it helped make exhibit attendance at this year's convention the highest ever.

The National Meeting of Men and Women of the Society of Friends was held in High Point, North Carolina, May 5-6. A visit to Guilford College Library and the Quaker Room was a high spot of the meeting. Of particular interest there were the Quaker costumes, the original records of the early meetings and books before 1750 which were on exhibition.

The fifty-fifth annual convention of the Alabama Library Association was held in Montgomery on April 23-25. Carrying out the general theme of the meeting, Mrs. Harry Nelson, executive secretary of the Alabama Congress of Parents and Teachers, delivered the keynote address entitled "Books are Knowledge." John Hall Jacobs, director, New Orleans Public Library, spoke at the Friends of the Library luncheon on Friday. Mr. Jacobs' topic was "Tested Tenets for Trustees or Five Favorable Factors for Friends." Colonel Norton, chief of intelligence at the Air University, delivered the address at the annual banquet on Friday night. The Saturday meetings included two luncheons. The School Library Division had as its luncheon speaker, Mrs. Mebane Holoman Burgwyn, author of stories for teen-agers, who

spoke on "Young People and Their World of Books." Oron P. South, professor of recent history at the Research Studies Institute of the Air University, spoke on the topic "Creative Thinking" to the Alabama Chapter, Special Libraries Association. The Alabama Library Association's third annual literary award was given to Emma Lila Fundaburk and Mary Douglass Foreman for their book, *Sun Circles and Human Hands*.

Reference Materials for School Libraries, grades 1-12, is a new 109-page bulletin issued in April by the North Carolina State Department of Public Instruction. This publication, prepared in response to many requests for information, is designed to serve as a guide to principals, teachers and librarians in selecting and using reference materials in North Carolina schools. The publication was prepared under the direction of Cora Paul Bomar, state school library adviser, and Mary Frances Kennon, assistant state school library adviser, Department of Public Instruction. School librarians, school library supervisors, classroom teachers and professors of library science throughout North Carolina gave active assistance in the selection of titles for inclusion. Beatrice Holbrook, librarian, Hugh Morson Junior High School, Raleigh, did the editorial work on the bulletin. The approximately 700 titles included are arranged in classified order, using the Dewey Decimal classification. Although the list consists primarily of books, guides to the selection of paperbound books, pamphlets, magazines, films, film-strips and recordings are included and described. Special sections present North Carolina materials and a selected list of publishers' series. Copies of *Reference Materials for School Libraries* may

be obtained at 50 cents per copy from Director of Publications, State Department of Public Instruction, Raleigh, North Carolina. Orders should be accompanied by check payable to "State Treasurer."

Officers of the Alabama Library Association for 1959-60 are: president—Mrs. Edna Earle Brown, serials librarian, Alabama Polytechnic Institute; vice-president and president-elect—Martha Jule Blackshear, school libraries consultant, State Department of Education; secretary—O. T. Chambers, USAF School of Aviation Medicine Library, Gunter AFB; and treasurer—Richard J. Covey, librarian, Gadsden Public Library.

Officers elected by the Florida Library Association for 1959-60 are: president—Frank Sessa, director, Miami Public Library; vice-president and president-elect—Elliott Hardaway, director of libraries, University of South Florida; secretary—Andrey Newman, school library consultant, State Department of Education; treasurer—Margaret Strasler, supervisor of school materials for Monroe County. Section chairmen elected at the meeting were: Virginia Grazier, Public Libraries; Grace Rayfuse, School and Children's Libraries; Lynn Walker, College and Special Libraries; and Sara Bryan Rogers, Trustee.

**PENNIES INVESTED NOW
RETURN DOLLARS QUICKLY
WHEN YOU BUY
BOUND-TO-STAY-BOUND
PREBOUND BOOKS**



Your investment policy in books is as important as that of the banker who has the responsibility of conserving his customers' funds. Therefore, when buying books, the same realistic approach to economy and long term return must be used. This is the basic foundation on which the success of "Bound-to-Stay-Bound" Prebound Books has been built. Librarians who buy these books do so because they want greater circulation and lower cost per circulation. In this way, they preserve their collections and save acquisition time and money.

How this is accomplished is well told in our literature and catalogs available to you on receipt of your name and address. We urge you to write today.

About 20,000 popular juvenile titles of "Bound-to-Stay-Bound" Prebound Books are available — most in stock for immediate delivery.

NEW METHOD Book Binding Inc.

MANUFACTURERS OF
"BOUND-TO-STAY-BOUND" PREBOUND BOOKS
JACKSONVILLE, ILLINOIS

**THE
H. R. HUNTING CO., INC.**

**offers
PROMPT AND EFFICIENT
SERVICE
and
GENEROUS DISCOUNTS**

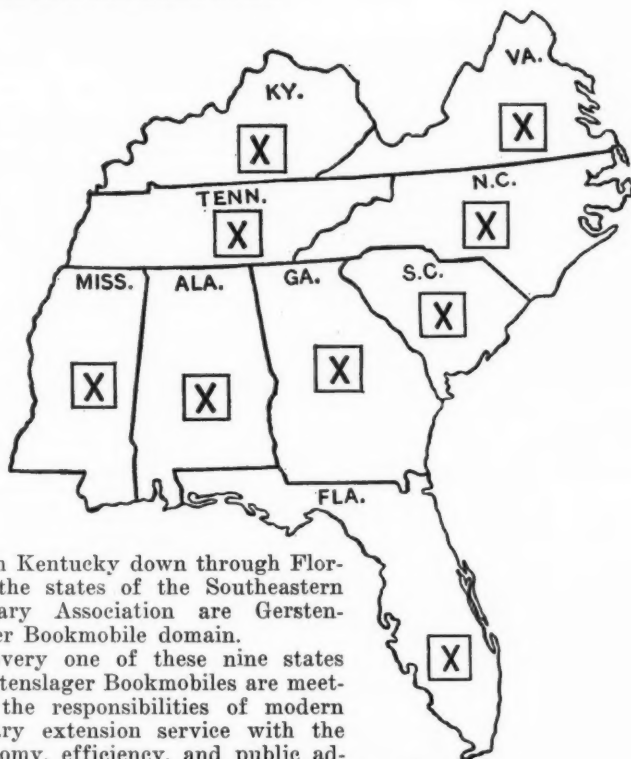
**on
BOOKS OF ALL
PUBLISHERS
IN ALL BINDINGS**

Catalogs on Request



Burnett Road & First Avenue
Chicopee Falls, Massachusetts

They all vote for Gerstenslager Bookmobiles



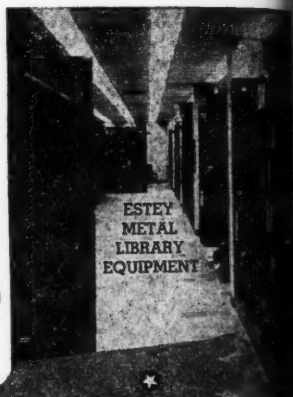
From Kentucky down through Florida the states of the Southeastern Library Association are Gerstenslager Bookmobile domain.

In every one of these nine states Gerstenslager Bookmobiles are meeting the responsibilities of modern library extension service with the economy, efficiency, and public admiration that have made Gerstenslager a famous name in library circles wherever bookmobiles are known.

A good way to find out what librarians think about Gerstenslager quality is to bring up the subject in any representative gathering of South-eastern librarians or library executives.

The Gerstenslager Co., Wooster, Ohio
Phone, Wooster HO 2-2015; cable address, GERSTCO
Established 1860

THE SOUTH WELCOMES ESTEY



Russell Library,
Northwestern
State College,
Natchitoches, La.

Here, as in the rest of the U.S.A., ESTEY METAL LIBRARY SHELVING is the wise choice of many Architects, Builders and Librarians. Outstanding beauty, modern construction features and economy of our installations are a major factor in contributing to ESTEY'S popularity. Southern Institutions who have selected ESTEY are: -

Alabama Building Authority, Montgomery, Ala.
Atlanta Public Library, Atlanta, Ga.*
Augusta Public Library, Wallace Branch,
Augusta, Ga.
Birmingham Public Library, Titusville Branch,
Birmingham, Ala.
Hammond Public Library, Hammond, La.
Jackson State College, Jackson, Miss.*
Jacksonville University, Jacksonville, Fla.
Jefferson Parish Library, Gretna, La.
Louisiana State Library, Baton Rouge, La.
Miami Public Library, West Flagler Branch,
Miami, Fla.
Montgomery City Library, Montgomery, Ala.*

New Orleans Public Library, New Orleans, La.
Northwestern State College, Natchitoches, La.
Public Library Service Division,
Montgomery, Ala.*
St. Petersburg Junior College,
St. Petersburg, Fla.
Society of the Four Arts, Palm Beach, Fla.
Southeastern Baptist Theological Seminary,
Wake Forest, N. C.
Tuscaloosa County Library, Tuscaloosa, Ala.
Vernon Parish Library, Leesville, La.*
Winter Park Public Library, Winter Park, Fla.*

*Installations in process.

May we help you, too? Write for more details.

ESTEY CORPORATION
ONE CATHERINE STREET, RED BANK, N. J.

7

ill Library
western
College,
oches, La.